DOCUMENT RESUME

ED 061 144 SO 002 771

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TITLE	Social Studies: A Nation Divided Against Itself.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	71
NOTE	44p.; An Authorized Course of Instruction for the Quinmester Program
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Activity Units; Behavioral Objectives; *Civil War (United States); Concept Teaching; Conflict Resolution; Curriculum Guides; Democracy; *History Instruction; *Moral Issues; Northern Attitudes; Political Influences; *Political Issues; Reconstruction Era; Resource Guides; Secondary Education; Social Studies Units; Southern Attitudes; *United States History; War
IDENTIFIERS	Florida; *Quinmester Programs

ABSTRACT

This curriculum guide, designed for the quinmester system, is an aide to secondary grade teachers as they plan instructional programs, and takes into account students' needs, available resources, and other factors. Objectives of this course of study are for the student to understand the causes and issues that led to the Civil War, the course and strategies of that war, and the results of the struggle. It is hoped that a conceptual transfer of learning occurs whereby students gain insight into today's issues that divide America and acquire suggestions about their resolution. One main idea is to make students aware that there are ways of resolving social, political, and economic differences within a nation peacefully, but if differences are not settled amicably war sometimes occurs. Included is a list of: review activities, textbooks, paperbacks, pamphlets, supplementary books, film resources, multi-media resources, captioned filmstrips, records and teaching tapes. Related documents are: SO 002 708 through SO 002 718, and SO 002 768 through SO 002 792. (Author/SJM)

ED 061144

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

SD 002 771

Social Studies: A NATION DIVIDED AGAINST ITSELF 6412.05
6411.05
6416.05

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

SOCIAL STUDIES

A NATION DIVIDED AGAINST ITSELF

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by

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for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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Published by the Dade County School Board

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Textbook Services
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Miami, Florida 33135

Price: $.75

INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textural or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to: Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE RATIONALE: Since the beginning of our national history, Americans have held different views about a variety of issues. The great majority of these differences of opinion have been peacefully resolved. At one time in our history, however, Americans could not resolve their differences amicably and the issues that had divided the nation led to a civil war.

The student, having completed this course, should better understand the issues that led to civil war, the course of that war, and finally the results of the struggle. As a consequence it is hoped the student will gain insight into some of the issues that divide America today and acquire some thoughts about their resolution.

COURSE GOALS:

1. THE STUDENT WILL SUGGEST DIFFERENT WAYS OF RESOLVING SOCIAL, POLITICAL AND ECONOMIC DIFFERENCES WITHIN A NATION.

2. THE STUDENT WILL COMPARE THE SECTIONAL DIFFERENCES THAT DIVIDED THE NATION FROM 1800-1861 TO SECTIONAL DIFFERENCES TODAY.

3. THE STUDENT WILL EXAMINE THE YEARS PRECEDING THE CIVIL WAR: THE CONFLICTS AND THE ATTEMPTS TO COMPROMISE THAT IN THE END LED TO WAR.

4. THE STUDENT WILL COMPARE THE NORTH AND SOUTH AT THE ONSET OF WAR ON A SOCIAL, ECONOMIC, AND POLITICAL BASIS AND DECIDE WHAT FACTORS WERE ADVANTAGES AND DISADVANTAGES.

5. THE STUDENT WILL SUGGEST REASONS WHY SELECTED MILITARY AND CIVILIAN PERSONALITIES OF THE WAR WERE SUCCESSFUL OR UNSUCCESSFUL IN THEIR ENDEAVORS.

6. THE STUDENT WILL ANALYZE THE STRATEGY OF THE NORTH AND SOUTH AND DETERMINE THE DEGREE OF SUCCESS OR FAILURES AS THE WAR PROGRESSED.

7. THE STUDENT WILL DESCRIBE THE ROLE OF THE INDIVIDUAL SOLDIER ON EITHER SIDE AND RELATE TO ALL SOLDIERS IN ALL WARS.

8. THE STUDENT WILL ANALYZE THE EVENTS OF THE RECONSTRUCTION ERA AND RELATE THESE EVENTS TO PROBLEMS OF THE PRESENT DAY.

COURSE CONTENT OUTLINE

I. Course Introduction

A. Issues that divide nations

B. Solving national differences

C. U.S. experience with solving national differences

II. Steps Toward War

A. Sectional differences divide the nation

1. Social Structure

a. North
b. South
c. West

2. Political beliefs

a. Interpretation of Constitution
b. States' Rights vs. Central Government

3. Economic Aspects

a. Slavery
b. Tariff question

B. An era of conflict and compromise

1. The extension of slavery

a. Northwest Ordinance
b. Constitutional References
c. Congressional actions
d. Judical action

2. The growth of opposition to slavery

a. Abolitionist movement
b. Political development

(1) Birth of Republican Party
(2) Lincoln-Douglas Debates

C. Secession and War

1. Lincoln's election

2. Southern secession and formation of Confederacy

3. Attack on Fort Sumter

III. The War 1861-1865

A. Comparison of Opponents

1. Social

2. Economic

3. Political

B. Strategy of War

1. North

2. South

C. Personal Involvement

1. Military

a. Enlisted men
b. Officers

2. Civilian

D. Course of War

1. War in East (1861-1863)

2. War in West (1861-63)

3. Concluding Campaigns 1864-65

a. Grant vs. Lee in East

(1) Wilderness Campaign
(2) Seige of Richmond

b. Sherman's Campaign

(1) Atlanta
(2) March to Sea (Savannah)

4. Surrender at Appomattox

E. Cost of War

1. Human

a. Battle casualties
b. Disease

2. Financial

F. Technological Advances

1. Industrial growth

2. New techniques and inventions

IV. Reconstructing the Union

A. Immediate Aftermath of War

1. Economic conditions

2. Death of Lincoln

a. Assassination conspiracy
b. Political consequences

B. Plans for Reconstruction

1. Lincoln's attitude and proposals

2. Congressional attitudes and proposals

3. Johnson's efforts

C. Congress assumes control

1. Radical Republicans

a. Attitudes
b. Personalities

2. Legislation

a. Civil rights measures
b. Reconstruction Acts

3. Impeachment of Johnson

D. South during Reconstruction

1. The problems of freed Negroes

2. Reconstruction governments

a. Scalawags and Carpetbaggers
b. Republican control

3. Southern Reaction

E. End of Reconstruction

V. Results of Civil War

A. Issues settled by war

B. Unresolved issues

C. New areas of controversy

GOAL: THE STUDENT WILL SUGGEST DIFFERENT WAYS OF RESOLVING SOCIAL, POLITICAL AND ECONOMIC DIFFERENCES WITHIN A NATION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. COURSE INTRODUCTION NOTE: In some cases a specific book is recommended for an activity. Generally any state adopted U.S. history text will provide needed data.	A. To analyze the various types of issues that may divide a nation.	1. Write title of course on chalkboard. Have students discuss what they think the course will include based on the title. 2. Discuss with students the reason why a nation becomes divided. Possible discussion questions. a. Why do people of the same country acquire different points of view? b. Are differing views good or bad? Explain. c. What issues divide our country today? (social issues, political issues, economic issues) d. Do any of these issues that divide our country today have roots in past? (If possible direct discussion toward civil rights--states rights issues)
	B. To compare the ways national differences may be resolved.	1. Have students list various ways people resolve differences. Example: a. One party by discussion convinces another that his point of view is correct. b. Two parties of different views reach compromise. c. Time or peaceful change resolves issue. d. Discussion compromise unsuccessful parties resort to violent conflict. In a Nation--Revolution or Civil War. 2. Define and discuss terms--Revolution and Civil War. 3. Have students write their thoughts on question. Why do people resort to violence (war) to settle differences? Have follow-up discussion of students' ideas.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. To examine our country's past experience with resolving national difficulties.	1. Review with students some issues in our history that have been resolved peacefully. Ask them to suggest others. 2. Ask students the following question: At any time during our nation's history have Americans resorted to war <u>among themselves</u> to settle their differences? Answer: Yes, The Civil War, War Between the States Have students briefly discuss what they know about this event. 3. Give student following questions to think about as they study the war: a. Do you think the national differences that led to the Civil War could have been solved in other ways? b. Did fighting the war resolve the differences? 4. If desired: a. Present student with outline of course, any specific requirements you have. b. Administer a pre-test

GOAL: THE STUDENT WILL COMPARE THE SECTIONAL DIFFERENCES THAT DIVIDED THE NATION FROM 1800-1861 TO SECTIONAL DIFFERENCES TODAY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
II. STEPS TOWARD WAR	A. To analyze the growth of sectional attitudes in the United States prior to the Civil War.	1. Ask students to define the meaning of sectionalism. Using a topographical map of the United States, discuss and locate the geograpical sections. (North-South-West) 2. Have students suggest reasons why different styles of life might develop in different sections of a country. Discussion Question: What effect does type of land and its resources have on the life of the people? 3. Have students choose sections of the country and prepare reports (written or oral) on life in that section during the early 19th century. Reports should include information on: a. Social structure and customs b. Ways people earn a living c. Political attitudes Have students present reports to class in form of panel discussion. 4. Present skits written about life in different sections. 5. Having heard reports and/or skits, have students discuss the following questions: a. What factors make life different in different sections? (Relate to activity #2, if done) b. What social attitudes did people develop? Why? c. What economic differences developed? Why? d. What political attitudes developed? Why? 6. Have students write a letter (or present a speech) to a friend in a different section convincing him that his section is best.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		7. Present background information on sectional attitudes at the time Constitution was adopted. Discuss philosophy of states' rights versus a strong federal government. Based upon information presented in student reports have class compare attitudes in different sections prior to Civil War. Have student compare State's rights issue today with sectionalism issue.. Possible discussion questions: a. Do you feel that there are sectional differences in the country today? b. Do these sections have different ideas on government? c. How do these compare with sectional attitudes before the Civil War? 8. Present a brief review of history of salvery a. Beginnings--Europe--Asia b. African Slave Trade c. Conditions on slave ships, auctions, plantations d. Slave status in society e. New impetus to slavery by cotton gin--increased dependence on slave economy 9. Show films: History of Negro Part I, 1619-1860 (1-13514). 10. Have students draw a map showing the major areas of slave population in 1860. Have one group of students make a map showing free Black population in 1860. 11. Show by bar graph how rapidly cotton production increased in the South after the invention of the cotton gin.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		12. Have students make a listing of the arguments for and against slavery as advanced by Northerners and Southerners. 13. Have students draw a cartoon or write an editorial for a Southern newspaper in 1850 defending the plantation slave system. Others might depict the underground railroad. 14. Have pupils compare the life of a slave with that of a poorly paid factory worker in the North. The Americans. American Heritage Publishing Co., chapter 7, provides readings and activities (designed for slow learners) that deal inductively with the institution of slavery and the value issues involved. 15. Role playing--Four friends meet to discuss slavery. Two are slave owners, two are not. 16. Read descriptions of plantation life to students, in chapter 7 of The Americans. Discuss the following questions: a. Were all slaves treated with kindness? b. Does good treatment make-up for lack of freedom? c. Can a society justify slavery? 17. Have the students read background information in text on the tariff controversy. (Tariff of 1828 through Compromise Act of 1833). 18. Ask students to define the meaning of tariff and describe two kinds of tariff (protective and revenue). Diagram on the chalkboard how a protective tariff works. 19. Discuss the following questions: a. What kind of tariff did the North favor? Why? b. What kind of tariff did the South favor? Why c. What was the position of the West on the tariff question?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		20. Have students do short reports on prominent statesmen and their attitudes toward the tariff question. Examples: John C. Calhoun, Robert Hayne, Daniel Webster, Andrew Jackson, and Henry Clay. 21. Have students assume personalities of prominent statesmen and discuss the tariff question at dinner party. 22. Discuss the doctorine of Nullification--Have students write on the following topics: a. Does a state have the right to disobey a national law it considers unfair to its interest? 23. Follow up student's composition with class discussion of different viewpoints. Discussion questions: a. Do states or individuals today ever disobey federal laws? Give examples. b. What are consequences of this disobediences? c. How can an individual or group go about changing an unfair law?

GOAL: THE STUDENT WILL EXAMINE THE YEARS PRECEDING THE CIVIL WAR, THE CONFLICTS AND THE ATTEMPTS TO COMPROMISE THAT IN THE END LED TO WAR.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. To examine the conflicts and compromises preceding the outbreak of war.	1. Assign background reading on the Ordinance of 1787. Have students list terms of the Ordinance. 2. Discuss the effect of the slavery controversy on the U.S. Constitution. (Three-Fifths Compromise, Slave Trade Compromise, Fugitive Slave Law). 3. Have students do extra-credit reports on attitudes of founding fathers toward slavery. 4. Prepare a chart of the states before 1860 using the following: How acquired--State--Date of Admission to Union-Slave or Free. 5. Define compromise-Assign reading on the following Congressional actions in the slavery controversy. (This might be done through group reports, having each group report on main provisions, reasons for passage, people involved, results.) a. Missouri Compromise 1828 b. Compromise of 1850 c. Fugitive Slave Law 1850 d. Kansas-Nebraska Act 6. Have students discuss the following questions: a. Why was the Missouri Compromise necessary? b. What were its provisions? c. Was it effective? Explain d. Why was Compromise of 1850 necessary? e. Why was it important to keep the number of slave and free states equal? f. What were the provisions of the Fugitive Slave law? Was it effective? g. What part did Henry Clay play in this controversy?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		h. Why was the Kansas-Nebraska Act proposed? i. What was its effect on the Missouri Compromise? Effect on Kansas? 7. Have students do an extra credit report on Stephen A. Douglas, telling why he was important. 8. Locate on a map the established boundary line between slave and free states. Show the changes that took place from 1820 to 1850. 9. Role playing--Have students dramatize courtroom proceedings in the Dred Scott Decision. 10. Define abolition and present background information on history of the movement. 11. Have students report on one of the following personalities of the Abolitionist movement: William Lloyd Garrison, Frederick Douglas, Harriet Beecher Stowe, Sojourner Truth, Henry "Box" Brown, Nat Turner, John Brown, David Walker, Harriet Tubman. 12. Have students do reports and prepare skits on Underground Railroad, Uncle Tom's Cabin, John Brown's Raid at Harper's Ferry. 13. Present a "musical program" related to this period. Examples: "Follow The Drinking Guard," "John Brown's Body," Negro spirituals etc. 14. Have students trace the evolution of political parties prior to 1850. Explain why the Republican Party was formed.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		15. Have students do reports on Abraham Lincoln's life and political career. 16. Show films: Lincoln, Abraham Background Study (1-12856) Lincoln, Abraham: Youth Part I (1-12453) Lincoln, Abraham: The Illinois Years Part II (1-12445) Have students list and discuss early leadership qualities of Lincoln.
	C. To trace the events in 1860-1861 that led to secession and outbreak of war.	1. Assign students background reading material on the nomination and election of Abraham Lincoln. Possible questions for discussion: a. Why did the Republican Party choose Abraham Lincoln as their candidate in 1860? b. Was there unity in the Republican Party in 1860? c. What was the attitude of South on the nomination of Lincoln? d. What was the condition of the nation at the time Lincoln took office? 2. Student role playing--a newsman interviews the 3 presidential candidates-Lincoln, Douglas and Breckinridge. 3. After reading material on secession of the southern states, discuss the action taken at the first meeting in Alabama by representatives of the first states which had seceded from the Union. 4. Given information on the formation of the Confederate states, have students prepare a chart differentiating between the Confederate government and the United States Government. Have students give reports on Southern political leaders:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. Jefferson Davis b. Alexander Stephens 5. Pass out copies of the text of Lincoln's Inaugural Address and read aloud in class. Discuss his feelings on slavery and secession. What were his warnings to the South? 6. Have students give reports on the military activities of the South immediately preceding and including Fort Sumter. a. Have class write on "What was the military goal of the South at this time?" b. Discuss incidents at Fort Sumter (only casualty being soldier who accidentally shot himself in foot) Why did Anderson refuse to surrender? 7. Have class discussion on immediate impact of Fort Sumter. Read aloud Lincoln's speech answering the Confederate attack on Fort Sumter. What courses of action could Lincoln have taken? 8. Have students write editorials on Fort Sumter that reflect either Northern or Southern viewpoints.

GOAL: THE STUDENT WILL COMPARE THE NORTH AND SOUTH AT THE ONSET OF THE WAR ON A SOCIAL ECONOMIC AND POLITICAL BASIS AND DECIDE WHAT FACTORS WERE ADVANTAGES AND DISADVANTAGES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
III. THE WAR	To compare the North and South on a social, economic, and political basis at the onset of the Civil War.	1. Given information regarding economic resources of the North and South, have students prepare a graph comparing each side. Discuss advantages and disadvantages. 2. Have students draw a map indicating Union, Confederate and border states at beginning of Civil War. 3. Discuss social attitudes in both sections of the country and have students suggest reasons why the South seemed to overlook their economic disadvantages. Were there feelings of superiority in the South? 4. Show film: <u>Background of the Civil War</u>. 5. Discuss graph of population (on pg. 196 of <u>The Americans</u>).

GOALS: THE STUDENT WILL SUGGEST REASONS WHY SELECTED MILITARY AND CIVILIAN PERSONALITIES OF THE WAR WERE SUCCESSFUL OR UNSUCCESSFUL IN THEIR ENDEAVORS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. To examine the various personalities during the war.	1. Have students do research for reports in the library on the following military and political leaders to be given orally at a later time in relation to their importance in war. Emphasis will be placed on interesting points in their lives and qualities that may have made them successful or unsuccessful. a. Robert Lee b. Ulysses S. Grant c. J.E.B. Stuart d. Mosby e. Stonewall Jackson f. Abraham Lincoln g. Farragut h. McClellan i. Burnside j. Pope k. Hooker l. Meade m. Sherman n. Stanton
	B. To examine aspects of military and civilian life during the war.	1. Assign certain students topics of interest regarding the human element in the war on which to report to class or do skits. Suggestions follow: a. Spies b. Desertions--the draft--army life c. Prison camps d. Hospitals e. Negro soldiers f. Families split by war g. Teenagers h. Literature--religion i. Outlaws 2. Read in class and have student discussion on letter from the battlefield and letters from home. (Possible Source--The Americans, American Heritage Publishing Company) 3. Play Civil War songs reflecting the mood of the people during the war.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. Examples: Records—<u>The Union Assunder, The Union Restored.</u> b. Discuss "Why was there a need for songs?" c. Compare with war songs today.

GOAL: THE STUDENT WILL ANALYZE THE STRATEGY OF THE NORTH AND SOUTH AND DETERMINE THE DEGREE OF SUCCESS OR FAILURE AS THE WAR PROGRESSED.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. To recognize and analyze the strategy of the North and South in the Civil War.	1. Present to the class prepared transparencies of the strategy of the North for winning the war showing: a. Naval blockade of the South b. Capture of the Mississippi River c. Splitting the South in two d. Capture of Richmond 2. Students will analyze the motives and goals of the North's strategic plan and later determine its success. 3. Have students write opinions on question, "Was the South's plan mainly defensive?" and give examples to support their opinions. 4. Students will suggest reasons as to why a strategic plan is needed and cite examples in our war in Indo China. 5. Have each student keep a notebook with maps of the major battles showing strategic movements of both sides.
	B. To examine the course of the war.	1. Students will divide into groups to begin work on Civil War newspapers. They will select title of newspaper, city, editors, etc., and have assigned time during class for several weeks to work on newspapers. Creative as well as factual stories should be encouraged. (Valley News Echo--a collection Civil War newspaper accounts) 2. Explain to the class how the battles will be presented--geographically and chronologically and have them compile a chart on the battles as they are studied showing--names--dates--which side won--significance. 3. Present information on the first battle of Bull Run. a. Emphasize "Picnic" attitude of North and unpreparedness of both sides b. Have class discussion on the effect of this battle on the attitude of the North and South

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Have students read about problems that existed between Lincoln and his cabinet. a. Ask students "Did this affect organization and leadership in Union Army?" b. Have students cite examples of possible discord between president and cabinet recently and any similar effects on war today. 5. Present information on Battles in the East 1861-63 and have previously assigned reports on military leaders and their relation to these battles. a. Battle of Ironclads (importance of new ironclads) b. Peninsula Campaign-7 days battle c. Second Battle of Bull Run d. Antietam (influence on Lincoln's decision for Emancipation Proclamation) e. Fredericksburg f. Chancellorsville 6. Show films: Civil War: 1st Two Years, The Heroism of Clara Barton, Emancipation Proclamation. 7. Have designated students present a report with prepared transparencies on the Battle of Gettysburg. a. Class will write papers on "If you were a Confederate leader at Gettysburg, what would your strategy have been" b. Discuss importance of this battle as a turning point in the war. 8. Show filmstrips from SVE series, The Civil War. a. America's Trial and Agony b. High Tide of Valor

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		9. Present information on the progress of the War in the West to 1863 with student reports on leaders and battles. a. Importance of Union Navy (Ironclads) in taking Mississippi b. Ft. Henry, Ft. Donelson c. Shiloh d. New Orleans e. Vicksburg (1) Discuss importance as a turning point (2) Have student skit on life in Vicksburg during siege f. Chickamauga--Chattanooga 10. Students will write letters from the battlefield. Some may be read to the class. 11. Show films: Civil War (1-12840), Lee the Virginian (1-31172). Have students list important events in Lee's life. Question: Why did Lee join the Confederacy? 12. Discuss the mood of the North towards Lincoln and the war at this time, have students draw cartoons reflecting these feelings. (Possible source: Valley News Echo, a collecti n Civil War newspaper accounts) 13. Present information on the course of the war 1864-1865. a. Discuss the strategy of Lee and Grant in the East b. Ask students "What was the condition of Lee's Army during this time?" c. Wilderness Campaign

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		14. Have students report on Sherman's Campaign a. Discuss ideas of "Total War" and "Following Orders" b. Relate to recent incidents in our country's history c. Students will write an opinion on "Was Sherman's destruction of the South necessary?" d. Have several students do spontaneous skit on Southerners fleeing from Sherman's advance e. Play records: Marching Through Georgia, Goober Peas 15. Have students read of battles that ended the war and view film: Sunset At Appomattox (1-12859) a. Class discussion on terms of surrender--were they fair? b. What were differences between Lee and Grant--class discussion c. Have students write papers from both views on question "What would your feelings have been at Appomattox?" 16. Show films: True Story of Civil War (1-31132) and Mathew Brady (1-05525) The latter may be shown with current popular music in background.

GOAL: THE STUDENT WILL DESCRIBE THE ROLE OF THE INDIVIDUAL SOLDIER ON EITHER SIDE AND RELATE TO ALL SOLDIERS IN ALL WARS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. To examine the problems and fears of Civil War soldiers.	1. Students will be selected to act out various roles and situations relating to the Civil War and class will guess what they are doing. Examples: a. Two Union soldiers on their way to first battle of Bull Run b. Two of Sherman's men on march to Savannah c. Union soldier giving McClellan Lee's plans that he found on a cigar wrapping before Antietam d. J.E.B. Stuart capturing Union telegraph lines and relaying his own messages 2. Reports with visual aids will be presented to class on new techniques and inventions used during the Civil War. Discuss how each one affected the soldier in the field. a. Observation ballons b. Naval inventions c. Telegraph d. Camera e. Mortars--Gatling gun f. New army techniques--French Warfare 3. Present information with prepared transparencies on cost of the War in money and lives. a. Have students look up death toll of Americans in all other wars, compare to this war, and decide which wars took greatest toll. b. Have students report on high mortality rate from disease during the war and lack of medical attention Reports assigned earlier on hospitals will be given. c. Have students report on new drug "morphine" used when doctors did not know permanent effect of this drug. Class discussion on checks and controls our government (FDA) has on new drugs today.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Discuss the early hopes of young soldiers and the weariness and fear that follows. Students might be asked to write letters as a new recruit and a soldier after 6 months of battle. Or refer to The Americans, p. 197-198. 5. Discuss desertion during the war. Compare to recent wars. (Graph on page 199, The Americans) Ask: a. Should soldiers continue to fight? b. What are some reasons men desert? c. Why do men go and fight?
27	B. To examine the moral issues faced by soldiers in the Civil War and other wars.	1. Reports assigned earlier on prison camps will be given. a. Prison conditions and escape attempts will be discussed. b. Andersonville trial excerpts will be read and then compared by students to Nuremnberg and My Lai. c. Student panel discussion or debate "Your conscience and human values vs. orders from your superiors." 2. If possible obtain film drama of Andersonville Trial, shown on Channel 2 TV, 1971. Compare this trial with the trial of Lt. William Calley. Discuss--When should an officer or enlisted man rely on his conscience over orders from above? How should violaters be tried? 3. Have an interested student report on the army's code of behavior. Discuss the extent of individual responsibility in war.

GOALS: THE STUDENT WILL ANALYZE THE EVENTS OF THE RECONSTRUCTION ERA AND RELATE THESE EVENTS TO PROBLEMS OF THE PRESENT DAY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
II. RECONSTRUCTING THE UNION	A. To examine events immediately following war's end.	1. Have students discuss the feelings of the two opponents immediately following the end of the war. Possible questions for discussion: a. How do people who win a war usually feel? Why? b. How do people that have lost a war usually feel? Why? c. What effect do these feelings have on the terms of the peace treaty? d. What attitude do you think a victor should take toward a loser? e. Do former enemies ever become allies? Give examples. How do you feel about this? f. If former enemies often end up allies, do you feel that fighting the war was a waste? 2. Discuss with students the economic condition of the two opponents at end of war. Ask students to explain the statement "The North's factories had won the war." Suggested reference: The Americans, p. 207-210. 3. Read selections to students that show conditions in South. Possible source: Baker, Gary, Andrew Johnson and the Struggle for Presidential Reconstruction. 4. Have students compare the South at the end of the war to other nations defeated in war. Did the South receive government aid? 5. Have students pretend they are soldiers returning home. Describe the way they might feel. 6. Role playing--Have students "interview" prominent men of the time to get their reactions to the end of the war.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		7. Assign group of students to report on Lincoln's assasination and the trial of conspirators. Source: Kunhardt, Dorothy. Twenty Days. Ask question: Were the actions of government toward the accused conspirators fair? 8. Have students read selected literature on death of Lincoln. 9. Have students discuss the following questions: a. Was Lincoln a good president? b. What effect, if any, does assassination have on a president's place in history? c. What effect did the assassination have on the North's attitude toward South? 10. Assign student to report on Andrew Johnson. Report should include--Background, role as vice-president, attitudes toward South. (To be presented later)
	B. To compare the different attitudes and proposals for re-admitting the South to the Union.	1. Define term Reconstruction and assign background reading. Have students answer following questions: a. What was Lincoln's attitude toward South? What did he propose? b. What was the attitude of Congress toward the South? What did they propose? c. How did Andrew Johnson feel about the South? What did he propose? 2. Have students read Lincoln's Second Inaugural Address. What does it tell us about Lincoln's attitude? What does he mean by a "lasting peace"? Would you expect all Northerners to share his attitude? Why?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Have students report on the following Congressional leaders. Thaddius Stephens, Charles Sumner, Benjamin Wade, Zachariah Chandler. What was their attitude toward Reconstruction? 4. Assign student report on Edwin M. Stanton. What position and influence did he have in Lincoln's government? How did he feel about Reconstruction? 5. Discuss with students reasons for Congressional attitudes: a. Belief legislative branch should control Reconstruction b. Public attitude of anger over conditions in Southern prison camps--desire for revenge c. Desire "to keep South in line" and dictate policies d. Fear that a South re-admitted to Congress would weaken Republican control acquired during war years e. Concern for future of newly freed slaves 6. Define terms--"hard" and "soft" peace. Ask questions: a. Why do victors often propose a "hard" peace? b. What are the advantages or disadvantages of a "Hard" peace? c. What are some of the advantages or disadvantages of a "soft" peace? d. What may be the results of "hard" peace? of a "soft" peace? 7. Ask students to express their views on different attitudes toward South and Reconstruction. How does the fact that they live in 1970 not 1870 affect their view?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. To examine the course of Reconstruction under Congressional control.	1. Have students define terms "radical" and "conservative" and apply them to leaders immediately following the war. 2. Discuss with students first Congressional Reconstruction proposal--Wade--Davis Bill 1864. a. What was the attitude of the bill's writer? b. What did they propose? c. What was Lincoln's reaction? 3. Have student give previously assigned report on Andrew Johnson. 4. Present and discuss Johnson's Plan for Reconstruction. 5. Ask question: What effect does public opinion have on legislation? Why did the Black Codes passed in the South turn Northern public opinion against the Conservative Republicans? (Excerpts from codes may be found on p. 211, The Americans) 6. Have student give report on Freedman's Bureau. 7. Discuss with students the attitude of South and North toward ex-slaves. 8. Assign reading or present background information on Radica s Legislative Program. a. Civil Rights Bill of 1866 b. Fourteenth Amendment c. Tenure of Office Act and Command of Army Act d. Reconstruction Acts 1867 e. The Fifteenth Amendment 1870 9. Discuss with students Johnson's attitude toward Congressional actions. Question: Do the president and Congress disagree often?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		How does the Constitution keep one branch of government from becoming more powerful than another?
		10. Define term Impeachment. Explain how a president is impeached.
		11. Have group of students prepare a skit showing Johnson's "trial" and the verdict.
		12. Discuss "Johnson's big crime was disagreeing with Congress."
	D. To examine the situation in the South during Reconstruction.	1. Review with students the conditions of South at war's end.
		2. Present background information on condition of newly freed Negroes and government's attitude toward them.
		a. Conservative attitude--let Southern government handle own race relations
		b. Radical attitude--Central government should protect Negroes' rights. (Side effect: Negro allegiance to Republican Party.)
		3. Have student present previously assigned report on first government effort to help; Freedman's Bureau.
		4. Show film: History of Negro in America Part 2 1861-1877. Discuss important points.
		5. Have students do reports on famous Negroes of this time and their efforts to help their people. Example: Booker T. Washington, George W. Carver.
		6. Discuss questions: Why was there no real program of government aid for newly freed slaves? How did the lack of such a program affect the future of the Negro in the South?
		Possible Source: 214-215, The Americans.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		7. Define term--"Scalawag"--"Carpetbagger". Discuss their role in Reconstruction. 8. Discuss questions: a. Why did these men want to control Southern government? b. How did they use the Negro to gain this control? How did they keep control? c. What were these governments like? d. What was the attitude of Southerners toward these governments? 9. Assign student reports on Secret Southern resistance societies--Ku-Klux-Klan--Knights of White Camellia. Reports should include answers to questions: a. What was the organization like? b. What did Southerners think was the purpose of the secret organization? c. What methods did the groups use? d. Does it still function today? 10. Compare these secret societies with those of past, e.g., Sons of Liberty and with those of present groups such as Black Panthers, Weathermen. 11. Assign students to do report on Southerners' efforts to regain political strength. 12. Discuss with students the election of 1877 and end of Reconstruction. 13. Ask question: What were some lasting results of Reconstruction Era? a. Relation of North and South b. Race Relations c. One--party South

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
IV. RESULTS OF CIVIL WAR	A. To analyze the issues settled by the war.	1. Have students suggest issues that they feel were settled by the war. Write on the board and each class should narrow the list to these 2 issues: a. secession b. slavery 2. Have students examine Constitutional Amendments that resulted from the war. 3. Discuss--in your opinion was it worth a war to settle these questions?
	B. To analyze the issues left unresolved by war.	1. Discuss with students the attitudes of the different sections following war. 2. Discuss: Did the war end sectional differences in social structure, economic interests, political belief. Give examples. 3. Discuss: If North and South still had sectional differences, was the war worthwhile? Is it important for all citizens of a country to feel the same way?
	C. To analyze a new area of controversy created by war.	1. Ask students to suggest an area of new controversy created by the Civil War. a. Race relations--between Southern white and freed Negroes b. Resulting Civil Rights struggle 2. Define term "Civil Rights" What civil rights do citizens have? 3. Discuss: How was Negro denied his civil rights in the years following the Civil War.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. Black Codes b. Voting restriction c. "Jim Crow" laws d. Segregation 4. Have students report on the Negroes' struggle to gain civil rights in the 20th century in area of a. Public accomodation b. Education c. Job opportunities d. Politics 5. Show film or filmstrip biographies on civil rights leaders. 6. Discuss with students government legislation to protect individual civil rights. Discuss: Why did it take 100 years to pass legislation of this nature? 7. Ask student to express their opinions on the question: Are these conditions present in our society that could divide our nation against itself again?

REVIEW ACTIVITIES

1. Charades--students and teacher act out charades based upon content material.

2. Historical Impersonations--Have a student pretend he is a character in history. This student gives a talk in the first person telling some of the events and accomplishments of his life. The other students try to determine who he is.

3. History Bee--Two teams of students answer questions. If a student misses a question, he sits down. The team with last member standing wins.

4. Relay Races--Questions are written on slips of paper and divided into two piles--Two relay teams are chosen. At the signal each team member rushes to the front of the room, takes a question from the appropriate pile and writes the answer. The teacher or a student selected by the teacher checks his answer, and if it is correct, he takes the pen back to the next team member who repeats the same procedure. If the contestant does not know the answer to the question, he may run back and consult his teammates and return to write the answer. The first team to finish wins.

5. Histingo--A game based on Bingo rules.

6. Crossword Puzzles--Available in many social studies publications or students can make up their own--based on the review material.

7. Skits--Have students write and perform skits appropriate for the material being reviewed.

8. Role--playing--Assign students situations or personalities to portray. Have the rest of the class guess the personality or situation.

9. Who Am I--Have students write three clues about historical personalities, arranged in order from difficult to easy. Divide the class into two teams and assign point values, to each of the three clues. The team making the most points wins.

10. Review Baseball--Teacher writes out questions on slips of paper folds them and labels them "single" "double" "triple" or "home run" (according to level of difficult). A large baseball diamond is drawn on the board and a student will mark down the progress of each team and record the number of outs and runs. The class is divided into two teams and proceeds like a baseball game.

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*Fenton, Edwin, editor. The Americans. New York: American Heritage Publishing Company., 1970. (Designed for slow learners, but many readings may be adapted for heterogeneous class)

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*Caughey, Franklin and May. Land of the Free (Regular and simplified), New York: Benziger, Inc., 1971.

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*Sandler, Rozwinc and Martin. The People Make A Nation. Boston: Allyn and Bacon, Inc., 1971.

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PAMPHLETS

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SUPPLEMENTARY BOOKS

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Bradford, Ned. Battles and Leaders of Civil War. New York: Appleton, 1956.

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McPherson, James. Marching Toward Freedom. New York: knopf, 1967.

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FILM RESOURCES AVAILABLE

DADE COUNTY BOARD OF PUBLIC INSTRUCTION

TITLE	CATALOG NO.
Background of the Civil War	1-12838
Boyhood of Abraham Lincoln, The	1-05117
Civil War	1-12840
Civil War: First Two Years	1-12847
Civil War: Background Issues (1820-18600)	1-18466
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Johnson and Reconstruction	1-40093
Land of Liberty: (Reel 3) (Civil War Period)	1-12667
Lee, Robert E.: Background Study	1-12853
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Lincoln, Abraham	1-12435
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Lincoln, Abraham: The War Years (Pt. 3)	1-12449
Lincoln, Abraham: Youth (Pt. 1)	1-12453
Lincoln in the White House	1-12463
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Sunset at Appomattox	1-12859
True Story of the Civil War	1-31132
Yankee Painter, The: The Work of Winslow Homer (Civil War)	1-30808

MULTI-MEDIA RESOURCES

1. The Civil War and Reconstruction, Series 6443, Encyclopedia Brittanica: John Brown: Radical Abolitionist/ Election of 1860/The Civil War Homefronts: North and South/The Emancipation Proclamation/Vicksburg and Gettysburg Turning Points/Andrew Johnson and Congress.

2. A Nation Divided: Secession, War, Reconstruction--Series of Filmstrips and Tapes; Tf75, Eyegate House, Inc. 75A King Cotton/75B Problems of Slavery/75C Other Problems of Slavery/75D Abolitionists/75E Differences North and South/75F Abraham Lincoln/75G Secession/75H War Between States/75I Rebuilding South.

3. The Civil War--Filmstrip and Record Series No. 377-SR, Society Visual Education SVE: 377-1 A Nation Divided/ 377-2 America's Trial and Agony/377-3 High Tide of Valor/377-4 Darkest Hour-Then Peace.

4. Brady's War Between States, two part filmstrip with Cassette Teach-a-Tape TM60, Eyegate House, Inc.

5. Songs of Civil War--Filmstrip and Record, 6816R, SVE.

6. Songs of Old South--1 Filmstrip and Record, 681-8R, SVE.

7. Folk Songs in American History--Record and Filmstrip, Warren Schloat Production Inc.; Set 1 No. 5 The South/Set No. 6 The Civil War.

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8. The Legacy of Civil War--Filmstrip and Teach-a-Tapes TF4-3--4-3A Rise of Southrn Nationalism Before War/4-3B Civil War Considered as a Revolution/ 4-3C Presidential vs. Congressional Reconstruction/4-3D Civil Rights: The Legacy of Civil War.

9. Chains of Slavery, 1800-1865, Series No. 11700, Encyclopedia Brittanica: Harriet Tubman/Frederick Douglas/ Black People in Free North 1850/ Black People in Slave South 1850/ Nat Turner's Rebellion/ Black People in Civil War--Record No. 5345.

10. A People Uprooted 1500-1800 Series No. 11860, Encyclopedia Brittanica: Africa-Historical Heritage/Africa-Artistic Heritage/The Slave Trade/Slavery in Plantation Virginia/Black People in Revolution/Benjamin Banneker/Richard Allen--Record No. 5344.

11. Separate But Unequal 1865-1910, Series No. 11640, Encyclopedia Brittanica; B.T. Washington/Bishop Turner, Black Nationalist/Black People in North 1877-1900/Black People in South 1877-1900/The Black Codes/ Separate But not Equal--Record no. 5346.

12. History of Black America--Filmstrips and Tape, Series No. TU300. Eyegate House, Inc.: U3001 The African Past/U3002 Slavery and Freedom in the English Colonies/U3003 The Plantation South/U3004 Firebrands and Freedom Fighters/U3005 From Freedom to Disappointment/U3006 New Leadership and the Turning Tide/U3007 Progress, Depression and Global War/U3008 Hope, Disillusionment and Sacrifice.

13. Afro-American Heritage--Filmstrip and Tape Series No. TF 223, Eyegate House, Inc.: 223A They Came to the New World/223B From the Dark Continent/223C The "Peculiar Institution"/223D The Black Man the American Revolution/223E Forging the New Nation/223F The Clouds of War Gather/223G A trip on the Underground Railroad--The Conflict Deepens/223H Civil War and the Strange Dilemma of Mr. Lincoln.

14. Black Folk Music in America--Filmstrip and Record Series No. 682-1RR SVE: 682-1 Songs of Slavery/ 682-2 Black Songs of Civil War/682-3 Black Songs After the Civil War/682-4 Black Songs of Modern Times.

15. The Negro in U. S. History--Record, Filmstrips, Scholastic Magazine, Inc.

16. Black Treasures--Filmstrips and Record, produced by Coca Cola in cooperation with Association for Study of Negro Life in History.

17. Leading American Negroes, Record and filmstrip, SVE: Mary Bethune/Carver/Banneher/Smalls/Douglas/Tubman.

CAPTIONED FILMSTRIPS

1. The Civil War--Filmstrip Series No. 8690, Encyclopedia: Causes of War/From Shiloh to Vicksburg/ The War at Sea/Gettysburg/Sherman's March/Road to Appomattox/Reconstruction Period.

2. A Picture History of Civil War--Filmstrip Series No. 9830 Encyclopedia Brittanica: South Declares Independence/Federal Armies Invade South/Armies and Navies/The South Fights Back/Gettysburg and Vicksburg/ Civil War on Homefronts/Grant Takes Command/Confederate Armies Surrender

3. Our Nation or Two--Filmstrip Series No. 367-10 Society Visual Education

4. The Bitter War Between the States--Unit 7, Part I and II, United States Historical Society Inc., Chicago, Ill.

5. The Nation Heals Its' Wounds--Unit 8, Part I and II, United States Historical Society Inc., Chicago, Ill.

6. History of American Negro--McGraw-Hill. From Africa to America (L.C. FiA 66-2633); Slavery in American Republic (L.C. FIA 66-2652); Slavery in House Divided (L.C. FiA 66-2650); Negro in Civil War and Reconstruction (L.C. FiA 66-2641).

7. The Legacy of Civil War--Eyegate

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1. Sectional Controversy Leads to Civil War, 1820-1858; S5-R4, Society for Visual Education SVE.
2. The Civil War Era, IR-24, 2 records, SVE.
3. True Story of Civil War, Code 176207, McGraw-Hill.
4. The Sounds of History-The Union Sundered, Record 5 1849-1865, 1963 Time, Inc.
5. The Sounds of History-The Union Restored, Record 6 1861-1876, 1963 Time, Inc.
6. Songs of North and South, Sung by Mormon Tabernacle Choir, Columbia Masterworks.
7. Songs of North and South, Code 176204, McGraw-Hill.
8. Reconstruction and Negro Civil Rights 1865-1900, S5-R6, SVE.
9. Rebuilding the Nation, IR-25, SVE.
10. Abraham Lincoln, Collection of Prose and Poetry, Code 176200, McGraw-Hill Publishing Company.
11. Lincoln's Speeches and Letters, Code 175774, McGraw-Hill.
12. Afro-American History in Song and Record, Record Series No. 5343, Encyclopedia Brittanica.

TEACHING TAPES (R-Reel C-Cassett)

1. Abraham Lincoln--R or C 5402 Wollensak 3M Company
2. States Rights--R or C 5330 3M Company
3. Popular Soverignty--R or C 5331 3M Company
4. Compromise--R or C 5332 3M Company
5. Abolitionist--R or C 5333 3M Company
6. A Union Solider's View--R or C 5334 3M Company
7. A Confederate Soldier--R or C 5335 3M Company